

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE3 February 2022Report by Director of EducationPARENTAL ENGAGEMENT AND INVOLVEMENT STRATEGY**PURPOSE**

1. The purpose of the report is to update Elected Members on the approaches taken to meet the duties outlined in The Scottish Schools (Parental Involvement) Act 2006 in East Renfrewshire schools between 2018 and 2021 and seek approval for the Parental Engagement and Involvement Strategy, 2022 - 2025.

**RECOMMENDATIONS**

2. Education Committee is asked to:
- note and comment on the findings of the report (Appendix 1)
  - approve the Parental Engagement and Involvement Strategy, 2022– 2025 (Appendix 2)
  - ask the Director of Education to support all educational establishments to implement this strategy.

**BACKGROUND**

3. The Scottish Schools (Parental Involvement) Act 2006, aimed to ensure that parents are; involved with their child's education and learning, welcomed as active participants in the life of the school, and encouraged to express their views on school education generally and work in partnership with the school.

4. The Act requires local authorities to prepare a strategy document setting out their policies for parental involvement which cover their duties to:

- involve parents in their own child's education, and that provided by a school to its pupils generally;
- give advice and information to parents in respect of their own child;
- promote the establishment of Parent Councils in schools and support their operation; and,
- establish a complaints procedure for their duties under the Act.

5. The National Improvement Framework and Improvement Plan for Scottish Education details the key drivers identified by the Scottish Government to secure educational improvement. Parental engagement is identified as a main driver and is described as a way for parents, carers, families and schools to work together to support children's learning.

6. In addition to developing a new strategy for 2022-2025 (Appendix 2), a report has been included to highlight the key achievements and identified next steps (Appendix 1) based on the current strategy 2018-2021.

## REPORT

7. The report in Appendix 1 outlines the impact of the Education Department's Parental Involvement Strategy 2018-2021 which contributes to East Renfrewshire Council's Population Outcome:

*All children in East Renfrewshire experience a stable and secure childhood and succeed.*

*2.1 Residents have the right skills, learning opportunities and confidence to secure and sustain work.*

*2.3 Children and young people raise their educational attainment and achievement and develop the skills they need.*

8. Key strengths identified in the report include:

- All schools have consistent procedures to ensure parents regularly receive information about their child's strengths, next steps for learning, progress and achievements.
- Solihull Approach Foundation Training was introduced in November 2019 to supplement the success of the Psychology of Parenting Programme (PoPP). This evidence based model enables professionals to support the emotional health and well-being of children and families.
- The Equity and Excellence Lead and Family Link Officer have been trained in the PEEP Learning Together Programme approach. This has enhanced their skills in building positive relationships with families by; recognising strengths, strengthening what they are already doing and understanding that every parent or caregiver has great potential.
- Each year the Education Department seeks the views of parents from across East Renfrewshire to contribute to our on-going self-evaluation. Encouragingly the questions regarding Parent Councils show a higher level of satisfaction than the national data gathered through the PIE Census and reported in the NIF Plan for 2021.
- CLPL was provided for both Parental Involvement and Equalities co-ordinators in partnership with the University of the West of Scotland. The aim was to raise awareness of barriers to participation, such as unconscious bias, and support schools to be more inclusive by actively promoting and supporting diversity amongst their Parent Councils.

9. The East Renfrewshire Council (ERC) Parental Engagement and Involvement strategy 2022-25 aims to build on the next steps identified in the report. In particular:

- Improve professionals understanding and skills in parental involvement, parental engagement and family learning;
- Improve children's attainment and achievement;
- Strengthen parental involvement and representation in the life and work of schools and early years settings;

- Reduce barriers which limit the involvement and engagement of specific groups of parents.

10. The strategy includes a range of critical indicators, these will be used to measure the impact of the activities carried out over the next three years.

11. The Parental Engagement and Involvement Strategy will be monitored on an ongoing basis by the Education Department, with progress reported to the Education Committee on an annual basis through the department's and schools' Standards and Quality Reports.

## CONSULTATION

12. This strategy is the result of consultation with parents, head teachers and other related agencies.

## FINANCIAL AND EFFICIENCY IMPLICATIONS

13. Any financial related matters relating to this paper will be met from the department's devolved budget. Schools have the autonomy to support family learning, learning at home, parental engagement and involvement using Pupil Equity Funding where this is a priority for the targeted pupils in their school. The refreshed Devolved School Management Scheme recognises the need to consult with the all stakeholders on budget matters and notes that moving forward schools should consider a greater use of Participatory Budgeting.

## RECOMMENDATIONS

14. Education Committee is asked to:

- note and comment on the findings of the report (Appendix 1)
- approve the Parental Engagement and Involvement Strategy, 2022– 2025
- ask the Director of Education to support all educational establishments to implement this strategy.

Mark Ratter  
Director of Education  
3 February 2022

Convener Contact Details  
Councillor A. Lafferty, Convener for Education and Equalities

Tel: 0141 577 3108

Report Author  
Siobhan McColgan, Head of Education Services (Equality and Equity)  
Tel: 0141 577 3253  
Siobhan.McColgan2@eastrenfrewshire.gov.uk

### Appendices

Appendix A: Parental Involvement Report  
Appendix B: Driver Diagram

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EAST RENFREWSHIRE COUNCILREPORT ON THE PARENTAL INVOLVEMENT STRATEGY 2018-2021**PURPOSE OF THE REPORT**

1. The purpose of the report is to give an update on the approaches taken to meet the duties outlined in The Scottish Schools (Parental Involvement) Act 2006 in East Renfrewshire schools between 2018 and 2021. The report outlines the next steps which will be taken forward in the Parental Involvement Strategy 2022-2025.

**BACKGROUND**

2. The Scottish Schools (Parental Involvement) Act 2006, aimed to ensure that parents are; involved with their child's education and learning, welcomed as active participants in the life of the school, and encouraged to express their views on school education generally and work in partnership with the school.
3. The Act requires local authorities to prepare a strategy document setting out their policies for parental involvement which covers their duties to:
  - involve parents in their own child's education, and that provided by a school to its pupils generally;
  - give advice and information to parents in respect of their own child;
  - promote the establishment of Parent Councils in schools and support their operation;
  - establish a complaints procedure for their duties under the Act.

This report outlines the impact of the Education Department's Parental Involvement Strategy 2018-2021 which contributes to East Renfrewshire Council's Population Outcome:

**All children in East Renfrewshire experience a stable and secure childhood and succeed.**

2.1 Residents have the right skills, learning opportunities and confidence to secure and sustain work.

2.3 Children and young people raise their educational attainment and achievement and develop the skills they need.

**REPORT**

4. The Parental Engagement and Involvement Strategy 2018-2021 had a range of aims and critical indicators:

**Aims:**

- Ensure that parents are provided with the information and support that they need to be involved and engaged in their child's learning;
- Improve professionals understanding and skills in parental involvement, parental engagement and family learning;
- Improve children's attainment and achievement;

- Strengthen parental involvement and representation in the life and work of schools and early years settings;
- Reduce barriers which limit the involvement and engagement of specific groups of parents.

### **Critical Indicators**

- % of parents responding positively regarding levels of engagement in their children's learning (Education Department's parental questionnaire Q12);
  - Evaluations of professional learning opportunities provided to staff;
  - % of establishments with family learning strategies / programmes;
  - % schools with a Parent Council / Early Years Settings with a Parent Group;
  - % of educational establishments achieving Family Friendly Accreditation at bronze or above;
  - % of parents responding positively in the department's parental questionnaire regarding:
    - I feel comfortable approaching the school with questions, suggestions &/or a problem (Q14);
    - I am kept informed about the work of Parent Council &/or parent association (Q15);
    - I feel encouraged to be involved in the work of Parent Council &/or parent association (Q16).
5. The Education Department updated the questions used in annual parental questionnaires in 2018, in response to changes made by Education Scotland in the questions used for school inspection and the introduction of a the national Parental Engagement and Involvement Census. This enables the department to compare local and national data more accurately. As such, Question 12 listed above was replaced with two new questions which take the place of the associated critical indicator:
- a) The school takes my views into account when making changes;
  - b) The school gives me advice on how to support my child's learning at home.

### **Ensure that parents are provided with the information and support that they need to be involved and engaged in their child's learning**

6. Parental satisfaction with schools in East Renfrewshire is consistently high and compares favourably with national data, gathered through the National Improvement Framework (NIF). Almost all (94%) of parents responding to our annual questionnaires over the last 3 years told us that they are satisfied with their school, whereas the NIF data for session 2019/20 shows satisfaction levels of 84%. Similarly 95% of parents in East Renfrewshire would recommend their school to other parents, whereas only 81% of parents would do so nationally. The very high levels of customer satisfaction at various levels of service delivery were consistently commended in the Customer Service Excellence (CSE) annual reviews which noted that these high levels continue to improve over time.
7. East Renfrewshire Council maintains an easily accessible and regularly updated website which features a section on Schools and Learning. This site links directly to each establishment's website ensuring that parents can quickly find information about their child's school. All schools update their handbooks each year with increasing involvement of parents and pupils to ensure that they contain the necessary legislative information and are easy to read. An audit of school handbooks was carried out in 2019 which showed that all schools described the opportunities provided for parents to become involved in their child's learning and the life of the school within their handbooks as well as important

aspects such as the curriculum and support for pupils. In addition to being available on the school web site handbooks are also available in hard copy format.

8. School websites provide a plethora of information for parents with most establishments including a useful dedicated section for parents within their websites. In a few schools the websites can be hard to navigate and information on a desired topic is not always easily to find. The majority of schools use individual class blogs to share children's experiences with their parents and have made greater use of digital technologies, such as Google Classroom and See Saw to support learning at home since March 2020. All schools have active social media accounts which they use effectively to share learning and achievements, in some examples there is clear evidence of two-way communication with parents sharing learning and achievements from home. A few schools have started to use school apps to support communication with parents and provide a wide variety of information in a convenient and user-friendly way. Email contact lists, group call text system and parent pay have all been successfully implemented to facilitate simple, fast and efficient communication with parents enabling schools to reduce, and in some cases, eliminate, the amount of paper-based communication they distribute. This increased digitisation ensured effective communication and continued access throughout closure periods providing adaptive and responsive customer focussed services.
9. The Education Department, Head Teachers and school staff work effectively together to ensure that they give advice and information related to their own child's learning in a manner consistent with the authority's duties under the Scottish Schools (Parental Involvement) Act. This includes information and advice for parents who wish to educate their child at home. In our annual questionnaires, most parents with children who attend school in East Renfrewshire tell us that they receive helpful feedback about how their child is learning and developing at school and that they get advice from the school on how to support their child's learning at home. This has been exemplified during Education Scotland Inspections since 2018. For example, In Giffnock Primary School it was noted that the strong partnerships with parents had supported parents to deepen their understanding of children's learning in school. Examples given included opportunities for parents to share learning in class, and see first-hand, approaches children use to develop their skills in literacy, numeracy and digital learning. Children who are digital leaders had also supported parents to understand the breadth of digital learning in school and experience a range of tools and apps in use. This approach enabled parents to reach a better understanding of the digital skills children regularly learn and apply and have high expectations for children's digital literacy.
10. All schools have consistent procedures to ensure parents regularly receive information about their child's strengths, next steps for learning, progress and achievements. These procedures had to be dramatically revised during the pandemic when it was not possible to allow parents into schools and settings. Digital technologies and telephone calls were used extremely well to ensure that schools could continue to host curriculum events and individual parent consultations in a safe and meaningful way. Throughout the periods of remote learning parents were given specific advice and information on their child's learning providing a valuable opportunity to re-affirm the role of the parent as co-educator with teachers actively seeking the views of parents on their child's progress in learning, taking these into account and valuing the learning that took place in the home.
11. The Education Department consulted with Parent Council Chairs regarding their departmental plans for both remote learning, and the return to school in August 2020 and February 2021. Following periods of school closure parents were worried about staffing, relationships, transitions, attendance, safety, outdoor provision and the curriculum, in particular arrangements for Health and Wellbeing. Presentations to parent council chairs addressed these concerns giving detail of the approaches taken and support being

provided. As a result Parent Councils had the information they needed to work in partnership with head teachers to reassure parents in their own schools. The Director of education also wrote to all parents at key points to advise them of the arrangements, supports and mitigations that would be in place. Consultation was recognised as a strength of the Education Department in the 2021 CSE assessment which noted that ‘Even during the Covid-19 pandemic and the need for delivery of services and changes over time, at pace, you were to demonstrate an ethos of consultation.’

12. The Education Department evaluated the remote learning offer in February 2021 and found that the majority of ELC settings and schools had formally sought parental feedback in relation to their approaches to remote learning through focus groups, questionnaires, online forms, and commendably adapted their policies and approaches in response. In addition, all ELC settings and schools had developed remote learning policies/guidance which reflected National and Local advice on the subject. In best practice this guidance set out clear expectations for staff around the structure of the school day, the entitlement to live engagement and progressive learning experiences, availability of support, stipulations around frequency of small group meets as well as whole-class, balance of synchronous and asynchronous learning, pedagogical approaches and the range of resources and activities and apps to be utilised on a daily/weekly basis. Most schools consulted with pupils and parents in the creation of these policies with the majority devising parent / carer friendly versions. It was found that very good systems were in place in almost all schools to involve parents/carers in their child’s remote learning resulting in positive feedback from parents on the support being offered.
13. East Renfrewshire’s Psychological Services also provided excellent resources to support families with the Covid-19 pandemic. These include the [Healthier Minds](#) resource which focusses on managing anxiety, building resilience, transition and recovery, coping with bereavement and loss. Pupils and parents reported that these resources provided very effective during the period of school closure. Further support was offered through online parent sessions designed to build capacity amongst parents and carers to support children and young people’s wellbeing during the second period of lockdown. Views obtained from participants prior to the sessions highlighted their concerns about the impact of Covid on their children’s emotional, behavioural and physical skills, and on their relationships and ability to access learning. This informed the content of the sessions which focused on raising awareness of the impact of Covid on children and young people and on strategies and resources to meet their needs. The sessions were attended by 184 families and analysis of evaluations indicated that the sessions had provided the participants with reassurance and useful information and strategies.
14. Prior to the pandemic, all family centres and most schools had introduced Stay and Play sessions within the early years, enabling parents to see first-hand what their children are learning within their playroom or classroom. These were especially well attended at points of transition such as children moving into Primary One. The public health restrictions in place since March 2020 required leaders and practitioners to develop innovative ways to support parents’ understanding of what learning looked like in nursery and in school settings. A range of media and software such as narrated PowerPoints, videos, Thinglink and Sway were used very well and were positively received by parents. This was particularly important for families where their child was starting nursery, primary school or secondary school for the first time and helped to establish the positive ethos which is usually transmitted through in-person events. In the inspection of St John’s Primary School in November 2019 parents reported that they particularly appreciated the sensitivity of the school in making bespoke arrangements for children as they move from nursery into P1 and from P7 into secondary school. This included the extensive involvement of parents at times when children may feel anxious about the change.

15. Parents continue to be involved in and supported throughout the process of offering additional support to their child through the Getting It Right for Every Child approach. Additional Support Needs Co-ordinators in schools ensure that parents' views are accurately captured and reflected within each child's wellbeing plan. Rigorous monitoring by the school, and the local authority, ensures that parents have been listened to carefully and their wishes have been heard, understood and taken into consideration. In June 2021 an online consultation was undertaken with parents whose children require additional support for learning. 575 responses were received representing all Secondary schools and most (84%) primary schools. 58% of the respondents told us that a plan was in place to support their child, of these the majority (74%) agreed or strongly agreed that they understand the plan and it accurately reflects their child's/young person's needs. The same proportion agreed that their views were taken into account when the plan was created.

### **Improve professionals' understanding and skills in parental involvement, parental engagement and family learning**

16. Every school and early years setting in East Renfrewshire has a named Parental Involvement Co-ordinator who leads on this area within their school. Support and professional learning have been provided for this group enabling them to develop and devise guidance and approaches to family learning, learning at home, parental engagement and parental involvement within their own school communities. This has contributed to the increasing number of schools developing Family Centred Approaches across East Renfrewshire.
17. The Family Centred Approaches (FCA) Framework was launched in Early Learning and Childcare (ELC) settings in 2012 and was extended to Primary Schools in 2014. The full roll out to Secondary Schools was interrupted due to the pandemic, however the framework for Secondary Schools is now available for implementation by this sector which will help to address the national findings of the 2018/19 NIF report which identified the need to improve parental engagement and involvement in Secondary Schools. To date, four ELC settings and one primary school have been validated with the highest level of Gold Family Focused accreditation. The majority of schools and settings have achieved Silver Family Centred status and are now going for gold, whilst a few have achieved Bronze Family Friendly status and are working towards silver. New establishments such as Maidenhill Primary School and Overlee Family Centre have begun the process to achieve Bronze accreditation in recognition of their early successes in welcoming families and developing positive relationships in a brand new school community. The continuous improvement of the Family Centred Approaches framework was highlighted as an area of 'compliance plus' in the 2019 CSE annual review which commended the way in which we have continued to develop and provide training about the framework and monitor its effectiveness.
18. The views of families are an integral component of achieving Gold Family accreditation. To date 98% of parents responding to the FCA Gold questionnaire strongly agreed or agreed that they were offered opportunities and information to support their child's learning within the home. One parent recently highlighted how much this support was valued during the pandemic: *'We had a very difficult year with Covid shielding and my child couldn't attend nursery yet the staff didn't forget her. They contacted and arranged to zoom and kept in touch. That touched our hearts they cared even more for her and us even though not visible.'* In another setting the qualitative data highlighted the opportunities families had enjoyed prior to the pandemic: *'Although it is a large nursery the children know all the staff and vice versa. I like that parents can be very much involved with the nursery experience e.g. taking part in outings, coming into nursery to help with various activities*

*etc. Have always found the nursery to be engaging with myself as a parent and my kids look forward to attending every day.'*

19. In addition to parents' views, those of staff are also gathered during FCA Gold accreditation. In these settings, 99% of staff strongly agreed or agreed that their leadership team supports them to undertake CLPL that builds their capacity to work effectively in partnership with families: 'I have been involved in a wide range of activities that support and promote family friendly practice. I have had leadership opportunities using the fun friends programme (in partnership with an educational psychologist) and Children's Places (in conjunction with Save the Children).'
20. A wide range of professional learning opportunities are offered by the education department each year to support aspects of parental engagement and involvement. Professional learning has also been provided for specific groups of staff. An optional session for Newly Qualified Teachers has been developed as feedback showed that engaging with parents had not been fully explored during Initial Teacher Education which led to a lack of confidence in communicating and interacting with parents individually or in larger groups. Head teachers and aspiring leaders have benefitted from sessions delivered in partnership with Connect on "Working with your parent council", feedback showed that after the session participants were more aware of their roles and responsibilities in supporting their Parent Council as defined by the Parental Involvement Act (Scotland) 2006. Support has also been provided for key personnel in schools to improve their communication with parents making it more user friendly by avoiding jargon and using 'plain English' and enhancing use of social media to share information with families and invite two-way communication. As a result more families are sharing posts directly with schools celebrating learning and achievements from home.
21. Training on the common core of skills and knowledge for the children and young people's workforce is now embedded in our annual CLPL programme reflecting and complimenting the Family Centred Approaches framework. Evaluations show that staff value this training and find it to be thought provoking and insightful. Staff who participated reported that this training enhanced their self-reflection around their values both as individuals and staff teams. They told us that the training allowed them to focus more on celebrating successes with families and staff rather than on weaknesses helping them to develop increasingly strength based approaches. In settings where staff have participated in this training they are now embedding the approaches in practice by using the Common Core Skills as part of their staff induction process.
22. Connecting with Parents CLPL has been part of our annual CLPL offer since 2017 reaching 119 staff to date. Participants report that this training has led to improvements in their ability to listen to parents in a non-judgemental way and help parents to explore and overcome uncertainty and anxiety about making a change, for example in their approaches to parenting or supporting their child's education. Participants also report increased self-assurance and awareness around eliciting change talk to support parents to feel empowered and respected, enabling them to make their own choices and set their own goals.
23. Solihull Approach Foundation Training was introduced in November 2019 to supplement the success of the Psychology of Parenting Programme (PoPP). This evidence based model enables professionals to support the emotional health and well-being of children and families. Three practitioners have now been trained to deliver Solihull Approach Foundation Training to a range of professionals working in East Renfrewshire. The initial focus has been on those ELC practitioners working with families in our most disadvantaged communities as demographic data gathered through PoPP and the Family First team showed that there was a greater need in these areas for this type of support. So far fifty

practitioners have completed this training. Evaluations received immediately after the training showed that all of the participants found the learning highly relevant to their role. The greatest reported benefit of participation in Solihull training was the improvement practitioners identified in their own skills in observing and interpreting parent-child relationships which enabled them to intervene earlier and offer suitable supports to parents. Participants also reported that they were now more effective in supporting parents to process their emotions, including anxiety and distress, to help restore the parent's capacity to think clearly, this has been particularly important for adults during times of high stress and throughout Covid-19. There has been an increase in the number parents across East Renfrewshire undertaking Solihull Parenting online courses as a result of practitioners' effective sign posting which provides a pathway to more formal engagement in PoPP groups.

### **Improve children's attainment and achievement**

24. Progress on priorities associated with the National Improvement Framework was reported to Education Committee in September 2021. This included detailed information about the attainment in literacy and numeracy and the attainment gap between the most and least disadvantaged children and young people. Achievement of Curriculum for Excellence Levels (ACEL) which reports the proportion of children who attain the expected levels of progression in reading, writing, talking and listening and numeracy at the P1, P4, P7 and S3 year stages was not collected for academic year 2019-20 as a result of Covid-19 whilst in 2021 the Scottish Government made the decision not to gather progress levels for those pupils in S3, given the ongoing demands on the secondary sector regarding the alternative certification model for national qualifications. The data collected for East Renfrewshire's schools for academic year 2020-21, whilst already submitted to the Scottish Government, is still to be confirmed and published. At the P1, P4 and P7 year stages in 2020-21, early data shows that:
- a) children's levels of progression in the Broad General Education in 2020-21 remains significantly above the national average in 2018-19 (last year recorded);
  - b) in 2020-21 the proportion of children attaining the expected level of progress in reading, writing and numeracy is the lowest recorded since 2016-17, whilst in talking and listening the proportion achieving is the lowest recorded since 2017-18, albeit performance remains high across all curricular areas;
  - c) the greatest decrease in attainment since 2016-17 is at the P1 year stage.
25. In 2018 the Scottish Government made a commitment to increase support for evidence-based family learning programmes in order to embed this in the early learning and childcare support for families facing disadvantage and reduce the attainment gap. They provided training for each local authority in the Peep Learning Together Programme which aims to give practitioners the confidence to effectively support parents to make the most of everyday learning opportunities and improve their child's communication and learning through play. The Equity and Excellence Lead and Family Link Officer have been trained in this approach which has enhanced their skills in building positive relationships with families by; recognising strengths, enhancing what they are already doing and understanding that every parent or caregiver has great potential. This new approach was tested over the summer in 2021 with 12 parents from across the Barrhead community. A combination of online resources and face to face outdoor engagement was used with targeted families. Feedback from parents was positive and highlighted what they had gained from the experience that would help them to support and improve their child's learning: *'We've had a great few weeks attending the programme and it's opened my mind to how much children learn from the environment around them.'*, *'I hadn't realised that there was so much meaning behind nursery rhymes - positional language for example. As a result I've been emphasising these things to my girls more often.'*

26. Equity is at the heart of East Renfrewshire's Education strategy and attainment results reflect the work of teachers to vigorously support all pupils. The department has rigorous and highly effective approaches to monitor and track the equity of provision for young people across our schools. The analysis of outcomes for children and young people in key equity groups is a central feature of our approaches to self-evaluation and quality improvement. The department uses data regularly to raise awareness; monitor progression; build leadership capability and capacity; plan interventions and improvement activity; and set targets. Over the last three years the majority of primary schools have used a proportion of their Pupil Equity Funding (PEF) to provide increased opportunities for parental engagement and family learning in their efforts to raise attainment for key equity groups. Many of the supports for literacy, such as the Reading Café at Our Lady of the Missions, Read and Relax at St John's, paired reading at St Clare's or the drop in support café and Bookbug sessions at Eaglesham were impacted by the public health restrictions caused by the pandemic. However, a few schools were able to adapt their plans to support remote learning and learning at home using digital media.
27. In Mearns Primary an online reading club, Mearns Bookshelf, was introduced in March 2021. Although, this project is fairly early in its conception, initial data from parental surveys has been very positive with 75% of respondents agreeing that their child's participation in the 'Mearns Bookshelf' project had had a positive effect on their child's enjoyment of reading. 70% of respondents reported that their child was now reading more regularly at home for pleasure and that these sessions were increasing in length. Prior to the project, 48% of children were managing to read on five days or more, this rose to 91% of participants after participation in the project. A similar trend was noticed with the length of reading sessions. Prior to the project, only 39% of children were reading for 20 minutes or more. Since participating in the project 87% of children have now achieved this target. This is extremely pertinent as, according to research, reading for more than 15 minutes per day is required for advancement in literacy skills. 74% of parents surveyed also felt that their child had shown an improvement in their reading fluency and accuracy. Parental feedback has been extremely positive: *'This has been brilliant at increasing self-reading. My child always loved reading bedtime stories together but she didn't regularly chose to read herself. We have noticed a huge improvement in her reading since starting the bookshelf club. This whole concept with the website and the challenges is just perfect for this age group. Thank you!'* Targeted support was given to those families whose children fit the criteria for PEF, as a result 70% of these pupils joined the project for the summer book challenge and for session 2021-2022.
28. In Carlibar Primary the focus was on digital inclusion with 112 Chromebooks being distributed to families. Families with more than 1 sibling given multiple devices and 5 Families were provided with a MIFI box for internet access. The data gathered by the school during periods of remote learning showed that the provision of digital technology reduced the poverty related barriers identified families were experiencing when accessing home learning remotely and as a result pupil engagement in online learning increased. Where digital access continued to be a barrier to engagement for families, a Hub place was taken up to promote regular engagement. This work was further supported by Digital Champions within Adult Learning who supported families to engage with learning and services online.
29. Some schools used their PEF funding to target support for children and their families to develop approaches to learning in maths and numeracy. Prior to lockdown Carlibar Primary held successful family learning sessions for parents of targeted children in Primary 2. Parents were shown how to use concrete equipment to support children to develop a deeper understanding of number sense and awareness, adding and subtracting. The teachers modelled how to play everyday games in a way to benefit the pupils' numeracy skills for example, through questioning or by giving the pupils the time they needed to work

it out themselves. Parents were provided with resources and 'help sheets' in order to continue working on the skills at home. As a result of this intervention parents reported increased confidence with supporting their child and a greater understanding of the need for concrete materials in learning maths. They gave children more time to complete the activities rather than rushing them and started to play more logic/maths games as a family. It was evident that parents continued working with their child at home as all children made progress in their understanding of basic adding, subtracting and number awareness which were areas highlighted as concerns. The class teacher reported an increase in pupil confidence and a more resilient attitude when learning new concepts. Busby Primary also had a focus on maths and numeracy; teaching videos to support families at home were created, focussing on key skills of division, multiplication, addition and subtraction in response to parental feedback during periods of remote learning. Drop in support sessions for parents were launched online, but these were not as well attended as hoped, as targeted parents often could not join them due to working hours or family circumstances.

30. Health and wellbeing was a high priority for PEF funding in a number of schools across East Renfrewshire, with a particular emphasis on the Barrhead community. In this area most schools employed staff to support family wellbeing using services such as Children First and Save the Children's Families Connect programme. In Cross Arthurlie Primary parents felt that they were more able to support their child's learning at home as a result of their engagement with Families Connect. In Carlibar Primary, feedback was positive from both pupils and parents: Child - *'Before our family fought a lot but now it is much nicer and we get along much better.'* Parent/Carer - *'it's been great having someone calling to check how X is getting on and helping us through giving us the Chromebook and stuff. Especially with the schools being closed and everything that's going on just now'*
31. The success of this programme was also mirrored in feedback from participants at St John's Primary where the children loved having their families come into school, while parents commented on the benefit of having one-to-one time with their child at the workshops. For some, this extended into a change at home where they gave more quality individual time to each of their children. This group of parents also felt that the programme provided new insights into ways of learning which resulted in increased play-based learning at home. By providing them, and the children, with new ways to engage with each other and express themselves, parents felt they had a better understanding of how feelings impact on how children learn and they reported that they were more patient as a result. Teachers also saw an increase in confidence, particularly amongst participating parents who were far more reticent to begin with. As the weeks progressed, parents became a support system for each other, often benefiting from reciprocal learning.
32. St Luke's established a Home Cook School family learning programme which helped young people and their families develop skills for learning, life and work. The success of this programme was demonstrated through high levels of participant engagement and long term changes in the families' approach to healthy eating.
33. Schools across the authority responded to the needs of their community of families when planning interventions to support health and wellbeing. In Kirkhill for example, the additional staff employed through PEF enabled them to support children who had experienced bereavement or loss through the Seasons for Growth programme. This gave children the vital support they needed to talk about the challenging circumstances they faced both at school, and at home with their wider family. Parents reported that this helped them talk with their child about their experiences and feelings in relation to bereavement, parental separation and adoption. Comments from parents highlighted a range of benefits for children, including being happier and making friends with others in the group.

34. Our Lady of the Missions established a Resilience Group for targeted children from P1-7 in 2019-20 and continued to offer support throughout the periods of remote learning. Materials were sent home to parents to help them support their children and a Google Classroom was facilitated which allowed pupils to access resources to support their emotional wellbeing during this challenging period. Evaluations showed that all pupils who were part of the group enjoyed it with almost all reporting an improvement in their resilience. Almost all participants felt that the strategies they had learned helped them and that they had benefited from knowing that others felt the same way they did. Parents also valued the support from the Resilience Group with almost all reporting that it had helped their child in managing their emotions and provided strategies that they could use at home when overwhelmed or stressed. Health and Wellbeing Kit bags were also developed to provide targeted support for pupils at home as part of the school's home lending system enabling the pupils to continue to support their emotional literacy.
35. Reading Recovery, and a range of associated supports, have been introduced in all Primary Schools through East Renfrewshire's Literacy Strategy. Training has been provided for a range of staff, with many schools using their PEF funding to enhance their approaches to Reading Recovery. Parental feedback which was sought by a range of schools has been universally positive with reported benefits such as; their child's attitude to literacy improving, increased reading for pleasure at home, measurable progress made by children and increased confidence of children in their own reading. Parental workshops on literacy have also been offered across the sectors which have increased parents' confidence in supporting their child's literacy at home. The Principal Teachers of Literacy, who lead the Reading Recovery programme, also developed a range of materials including leaflets and videos to help show parents how they can support their children in the various aspects of Literacy at home. A dedicated parent friendly 'Literacy Library' hosts all of these materials along with other helpful resources and links to 'Adult Learning', which were particularly beneficial during the periods of remote learning.
36. Every year since 2016, every pupil in Primary 2 and Primary 3 has received a bag to support learning at home through the Read, Write, Count programme run by the Scottish Book Trust. The bags provide a great opportunity for schools to build relationships with parents and strengthen links between home and school learning. Prior to the public health restrictions on access to schools, most establishments held parental workshops or gifting events to share the bags and give tips to support learning at home as highlighted by Education Scotland in the HMIE inspections of both Giffnock and St Mark's Primary in 2018. When this has not been possible online sessions and resources have been shared to maximise the impact of the bags on children's learning at home.
37. During 2020 – 2021, many parents were supported by the Adult Learning Services which was transformed to meet the needs of local adult learners. The team trained as Digital Champions through Connecting Scotland and this programme provided 44 families and individual residents with a digital device, connectivity and ongoing support to engage with learning and services online. 155 adult learners were supported by providing them with a range of tailored learning opportunities enabling them to make progress towards their learning goals and stay connected with their family, friends and local community. Courses included a range of ESOL, Adult Literacies, Learning for Work and Personal Development programmes

### **Strengthening Parental involvement and representation in the life and work of the schools and early years settings**

38. The Education Department provides very effective support to Parent Councils and has facilitated the establishment of Parent Councils in new schools such as St Clare's and Maidenhill to ensure that every school has a functioning Parent Council. Further support

has been delivered through our supportive partnership with Connect. The Education Department pays for Connect membership for all Parent Councils, which includes insurance cover, thereby reducing the financial burden on individual parent groups. Connect have also provided useful and informative sessions for parents exploring the different roles of key members of a Parent Council and effective meeting strategies. Those who attended found that these sessions supported them in their positions and enabled them to develop their own role, and the work of their parent council as the experience of direct learning meant that they no longer had to rely on 'the way we've always done things'. Connect also provide a vital source of information, resources and advice on the few occasions when any issues arise.

39. Parent Councils have been well supported by attendance at Parent Council Chair Forums which occur four times a year. These events continued throughout the pandemic, moving online to facilitate continued engagement with parents and provide a valuable opportunity for the department to consult with this representative group of parents on important policies and matters such as the Covid-19 response, ASL review and approaches taken to SQA assessment in the last two years. At these meetings the local authority National Parent Forum of Scotland (NPFs) representative is provided with a regular opportunity to liaise with Parent Councils, bringing to their attention matters of national interest or inviting them to share their views and participate in relevant national consultations. Throughout the pandemic the NPFs representative sought the views of parents for consideration by the national emergency response group and provided feedback on any issues raised.
40. The Education Department has continued to provide support and training for Parent Council chairs and Parent Council members involved in the recruitment and selection process for HT and DHT posts. This training is consistently well received and valued by the parents who welcome the opportunity to be involved in recruitment of senior leaders within their child's school.
41. Parents have also been supported to participate in the ongoing work of schools and centres to promote equality and inclusion. The Parent Equalities Forum has continued to meet three times per year. Forum meetings focus on a range of equality issues identified as priorities through collaborative self-evaluation with school/centre Equalities Coordinators. Recent forum meetings have included awareness raising presentations to parents from third sector organisations and local authority officers who work with schools on themes such as children's rights, child poverty and race equality. Via the forum parents have also been consulted on the Council's approaches to key issues such as uniform policy and anti-poverty strategies, with their views then informing next steps in policy development. Forum meetings are now held online and this has resulted in a significant increase in attendance over the last 18 months.
42. Each year the Education Department seeks the views of parents from across East Renfrewshire to contribute to our on-going self-evaluation. Encouragingly the questions regarding Parent Councils show a higher level of satisfaction than the national data gathered through the PIE Census and reported in the NIF Plan for 2021.

Question	NIF data	ERC 3 year average 2018-2021
I am kept informed about the work of Parent Council and/or parent association (Q15)	78%	85%
I feel encouraged to be involved in the work of Parent Council and/or parent association (Q16)	75%	76%

This positive view of Parent Councils was exemplified in the HMle inspection of St Ninian's High School where the Summarised Inspection Findings noted the key role of the Parent Council in supporting the school including a few parents who had gained a good understanding of the day-to-day work of the school through observing learning and teaching. The inspection at St John's Primary in 2019 also found "a very active and supportive Parent Council who feel involved in the life and work of the school. They represent the parent body well, providing feedback to them on important school matters."

43. Parent Councils were invited to share an evaluation survey with the Parent Forum in their school focusing on the partnership between the school, the Parent Council and the parent forum. 234 responses were received, of which 202 were completed as an individual and 21 were completed on behalf of the parent council, this represented at least one response from 86% of Secondary Schools and 68% of Primary Schools. Most respondents (80%) indicated that parent council meetings were friendly and welcoming, with the majority (66%) agreeing that the Parent Forum know what the Parent Council does. The majority of respondents (74%), knew how to contact the Parent Council with a smaller proportion (53%) having a standard email address for this purpose. Where comments were made, the majority of these were positive, for example: *"Our Parent Council is pro-active and have taken on a number of key issues which have been brought to them by Parents and are a representation of Parents and Carers involved with the school. The school have been supportive and willing to discuss all matters which are raised by the Parent Council."* However there were also a significant proportion (35%) of comments which conveyed the view that many parents are unsure about the role of the Parent Council; *"Honestly haven't heard hide nor hair about a parent council, bar them asking for donations. Couldn't tell you what they actually do."* A few respondents made negative comments; *"Parent Council exists but suggestions from parents to school are often met with a no with little consideration or true collaboration, not allowing parents to feel empowered or valued."* This echoes the national picture described in the 2021 NIF plan which stated that there is a need nationally to improve communication from Parent Councils to the Parent Forum.
44. Education Scotland had provided training for Parental Involvement Co-ordinators and head teachers in 2017 to support collaborative approaches to self-evaluation and planning for improvement. Annual questionnaire data showed a fairly positive local picture, however there is scope for improvement in this area.

Question	NIF data	ERC 3 year average 2018-2021
The school takes my views into account when making changes	59%	65%

Based on the national data, the NIF plan for 2021 noted that "there is room to improve parents involvement in decisions and strategies from the outset." The Parent Council Survey also highlighted scope for improvement locally with only 60% of respondents stating that the parent council helped to draft the School Improvement plan, 48% helped to draft the school handbook and 56% helped to decide how Pupil Equity Funding (PEF) should be spent. In addition, a few comments were made specifically in relation to PEF funding:

- *"PEF spending is communicated to PC but we do not help to decide PEF spend."*
- *"I think the school has a pretty firm idea on PEF money before the parent council gets involved?"*
- *"Unsure as to whether the school receives PEF."*

The recent OECD report also highlighted the need for greater collaboration, consensus, co-design, partnership and empowerment for all stakeholders in Scottish education. Encouragingly, when inspecting Giffnock Primary in 2018 Education Scotland noted that the school and the Parent Council do offer parents the opportunity to discuss the school improvement plan and key priorities for the session.

45. Throughout the pandemic schools and family centres have developed their approaches to using digital technology for communication and consultation with parents and families. The Education Department's review of remote learning highlighted areas of good practice so that schools could learn from each other with IT co-ordinators and the Principal Teacher – Digital Schools providing valuable support for practitioners across the sectors. In turn, schools provided helpful videos and resources for parents to help them use the digital technology at home, this comment from the Parent Council survey typifies the appreciation of parents in this regard: *“Massive effort from the school with Saturday schools on google classroom with a variety of topics such as arts, technology and cooking during lockdown to help families at home, workshops on homework, meet the teacher has been online to help families.”*
46. As detailed throughout this report, the Education Department has continued to support schools effectively and achieve high levels of compliance plus from an annual assessment by CSE. The latest report in April 2021 recognises the department's continuing commitment to providing excellent services and to seeking continuous improvement. It identified 31 areas of 'Compliance Plus', 'behaviours or practices which exceed the requirements of the standard and are viewed as exceptional or as an exemplar to others.' The number of areas of compliance plus had previously increased over the course of annual assessments from 17 in 2018, to 26 in 2019.
47. The CSE assessment in 2021 verified that the Education Department was again able to demonstrate that we effectively analyse customer feedback and complaints and take appropriate actions to fully understand the feedback, learn from any mistakes and implement corrective actions and improvements where appropriate. Schools and family centres also do this at a local level. By monitoring complaints as a department we ensure that learning takes place and opportunities for continuous improvement and the spreading of Good Practice are not missed. We have developed a positive relationship with the Scottish Public Services Ombudsman (SPSO) who provided senior members of central staff with very good training to support them in undertaking Stage Two investigations, this was further complemented by training for leaders in schools in dealing effectively with frontline (Stage One) complaints.

### **Reduce barriers which limit the involvement and engagement of specific groups of parents**

48. The Education Department is committed to listening to parents. Regular meetings are held with parent forums, such as the Equalities Forum, to encourage full involvement of the parent groups in shaping policy and ensuring that these rights are promoted. A commitment was made in the Parental Engagement strategy to establish diversity champions in each cluster to encourage and reduce barriers to parental engagement for specific groups of parents. CLPL was provided for both Parental Involvement and Equalities co-ordinators in schools in partnership with the University of the West of Scotland to raise awareness of barriers to participation, such as unconscious bias, and support participants to facilitate open conversations in their settings which would support a group of diverse parents to take on this voluntary role. Support was given so that schools could make effective use of Education Scotland's Engaging Parents and Families Toolkit to evaluate diversity in their own setting. Feedback from both parents and schools showed

that they would prefer to have small groups of parents working together in each school, rather than the cluster model which had been proposed. Each school is now taking this area forward within their school improvement plans as they continue to address equalities, diversity and anti-discrimination and respond to global issues.

49. In 2020/21 Our Lady of the Missions took this focus on diversity and developed a range of strategies to engage the diverse range of individuals within the school community. This included developing an audit 'Celebrating Diversity, Culture & Faith' where almost all pupils and families shared more about their identity in terms of family tradition and history. The results of this survey highlighted the diversity of families present within the school, and gave valuable insight to the perspectives, beliefs and views of these parents with regards to culture, equality, religion and background. The results of the audit led to the formation of a 'Diversity & Equality Team' with members including Senior Leaders, Teaching Staff & Parents representing many of the groups within the school including members of the Asian community. Monthly meetings took place which helped to build stronger communication with members of the Asian and wider community. This team promoted increased dialogue between the school and parents around the key goals and strategies of inclusion, equality and diversity within the school. In May 2021, the team led a Parent Forum to feedback on the discussions which had been taking place, and hear in turn from the wider parent body. In addition, the school also launched a range of interventions to promote & celebrate diversity in 'fun' and 'light' ways to reach a wider range of families and were successful in engaging many pupils and families in school life through, for example, the Around the World Cooking Challenge. During Remote Learning, surveys & questionnaires were carried out by the Parent and Pupil Council in order to identify any support (e.g. bilingual, digital, etc.) that families required. The Bilingual Assistant engaged in weekly check-ins with all parents and carers of EAL and Bilingual pupils, particularly focusing on pupils identified as requiring support through the parent and pupil surveys or through lack of engagement. The Bilingual Assistant also met directly with these pupils weekly through Microsoft Teams to offer further support.
50. The allocation of bilingual support workers was reviewed in 2019 to ensure this additionality was more effectively deployed to meet the needs of bilingual learners. Bilingual assistants are now deployed in 14 family centres and schools across East Renfrewshire to meet the needs of local communities. This has been supplemented in a few schools through use of PEF funding for a range of supports for children and parents who use English as an additional language with a focus on black and minority ethnic families. These supports include initiatives such as Bilingual Rhyme time for P1-3 in Our Lady of the Missions and the Community Café at Woodfarm High School. In St Cadoc's Primary a need had been identified to develop stronger relationships with EAL families to improve family involvement and engagement. Prior to the public health restrictions, regular home visits and school drop-in sessions were introduced, deploying bilingual support assistants to provide support to assist with language and cultural barriers. The weekly drop-in sessions enabled families to visit the school to have a chat, this helped to improve school links and increased participation in school life, advice and support was also available for parents with a particular focus on literacy development and positive behaviour management.
51. In St Mark's Primary School a Polish speaking member of staff was employed through PEF. This member of staff translates parental letters and provides a link between home and school for Polish speaking parents who use English as an additional language. The school reports that this improved communication with the Polish community has allowed all families to be included in their children's learning in a more meaningful way. Parents reported pupils feeling more settled and comfortable in school due to being able to communicate in their first language with a member of staff. This approach was developed across the school with teaching staff who speak second languages (Spanish and Urdu)

working closely with other EAL pupils and their families. This support continued through lockdown with regular phone call check-ins and support with remote learning.

52. The CSE annual assessments recognised the quality of the systems in place across our schools and settings to identify seldom heard and disadvantaged customers and to engage and involve them in their child's education and the wider work of the school, and Education Department. The work that has been done with customers (including parents) to develop insight about their specific needs and preferences and prioritise these was highlighted as exceptional. The proactive steps taken to engage and consult with those parents who find it more challenging to engage with traditional school-based consultation methods was also commended, particularly as there was evidence to show how services had been tailored in meaningful ways to meet the needs of these individuals.

## **NEXT STEPS**

53. A new parental engagement strategy has been developed for 2022 – 2025, see Appendix 2. This takes account of the areas identified throughout this report where there is scope for further improvement. The critical indicators have been updated to reflect the questions included in the national Parental Engagement and Involvement census which will be an important source of data. The focus of the new strategy is on three main areas which are highlighted in Scotland's Action plan for Parental Engagement and Involvement: Learning Together, which was published in 2018, after the formulation of our previous strategy.

- Collaboration: we will expand opportunities for ALL parents to collaborate at all levels within our education system;
- Communication: we will improve the ways we communicate with ALL parents and families;
- Consultation: we will support consultation with parents in a variety of ways to fulfil our statutory duties and shape our services.

## **FINANCIAL AND EFFICIENCY IMPLICATIONS**

54. Any financial related matters relating to this paper will be met from the department's devolved budget. Schools have the autonomy to support family learning, learning at home, parental engagement and involvement using Pupil Equity Funding where this is a priority for the targeted pupils in their school

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## Appendix1 Sources of evidence for self-evaluation

### Looking Inwards:

The following evidence was reviewed from all schools and family centres (where relevant):

- Handbook
- Website
- Twitter feed
- Standards and quality report
- School improvement plan
- PEF reports

### Centrally held documentation

- Family Centred approaches data
- Minutes of meetings: Parental Involvement Co-ordinators, Parent Council Chairs Forum, Head Teacher meetings
- Parent consultations – ASL review, ELC
- CLPL programme and evaluations
- Annual Questionnaire data
- Parent Council Survey
- Details of recruitment and selection training dates for parents
- Parental Involvement Co-ordinators Teams site
- Complaints data
- SPSO training
- Customer Service Excellence reports
- Departmental reports to Education Committee

### Looking Outwards:

<https://www.oecd.org/education/scotland-s-curriculum-for-excellence-bf624417-en.htm>

<https://www.gov.scot/publications/2021-national-improvement-framework-improvement-plan/pages/5/>

<https://www.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/>

<https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-a-toolkit-for-practitioners/>

<https://education.gov.scot/improvement/documents/family-learning-report-full-document.pdf>

[https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF\\_Parental\\_Engagement\\_Guidance\\_Report.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf)

[https://www.connect.scot/application/files/9316/0552/1005/Connect\\_Back\\_at\\_School\\_Parent\\_Carer\\_Survey\\_Report\\_FINAL\\_2020.pdf](https://www.connect.scot/application/files/9316/0552/1005/Connect_Back_at_School_Parent_Carer_Survey_Report_FINAL_2020.pdf)

<https://www.gov.scot/publications/national-review-impact-scottish-schools-parental-involvement-act-2006-joint-interim-progress-report-2019/>

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## Appendix 2

### Definitions

**Child/Children:** When the plan refers to "children" or "child" it means a person under the age of 18.

**Parent/s:** The term "parents" means anyone with parental responsibilities and others who care for or look after children or young people. The plan acknowledges that individual family units will comprise a wider range of people who might also contribute to a child's learning at home experiences. Although the plan is titled a 'parental' involvement and engagement plan, there are a wide variety of parenting roles. The plan recognises the important role of grandparents, kinship carers, foster parents, wider family (uncles, aunts, cousins) and separated parents. The term "parents" and "parents and carers" are therefore used interchangeably throughout this plan.

**Parental Involvement:** Parental involvement describes the ways in which parents can get involved in the life and work of the early learning and childcare setting or school or the ways that parents can get involved in "schooling". Parental involvement includes activities such as parental representation in the development of policies, improvement plans and key decisions. It can include involvement in the life and work of the establishment, for instance through volunteering opportunities. Parental involvement can also include help with homework or keeping track of children's work and on-going, two-way communication between home and school or early learning and childcare setting.

**Parental Engagement:** Parental engagement is about parents' and families' interaction with their child's learning. It can take place in the home, at school or in the community. Where it takes place is not important. The important thing is the quality of the parent's engagement with their child's learning, the positive impact that it can have and the interaction and mutual development that can occur as a result of that interaction.

**Family Learning:** Family learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be designed to enable parents to learn how to support their children's learning. 'Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage' (Scottish Family Learning Network, 2016)

**Learning at Home:** Learning at home is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities

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AIM	Outcome	Our contribution	Critical Activities
	<p><i>We will know we are making good steps along the way WHEN....</i></p> <p>Parents provide a safe, healthy and nurturing environment for their families.</p>	<p><i>So we need to ...</i></p> <p><b>Communicate</b> – we will improve the ways that we communicate with ALL parents to ensure that they are provided with the information and support that they need to be involved and engaged in their child's learning.</p>	<p><i>By.....</i></p> <ul style="list-style-type: none"> <li>• Using National Improvement Framework (NIF) Parent Communication principles to support school and central staff to improve communication with parents:             <ul style="list-style-type: none"> <li>• simplicity and clarity</li> <li>• transparency</li> <li>• relevance</li> <li>• partnership</li> <li>• flexibility and adaptation</li> <li>• timeliness</li> </ul> </li> <li>• Supporting establishments to evaluate and update school handbooks and websites to reflect the NIF principles above</li> <li>• Providing training for staff and Parent Councils on safe and effective use of social media</li> <li>• Supporting Parent Councils to improve communication with the parent forum</li> <li>• Supporting establishments to develop approaches for effective communication with non-resident parents</li> <li>• Providing parents with information about UNCRC to raise awareness of children's rights.</li> <li>• Improving approaches to communication with parents of bilingual learners, utilising the Supporting Bilingual Learner's guidance</li> <li>• Responding to all parental enquiries and complaints in line with ERC Customer Care Standards and Complaints Handling Policy and ensuring that all parents know what to expect when communicating with their child's establishment or the education department</li> <li>• Maintaining, monitoring and analysing complaint data to improve service.</li> <li>• Providing communication that fulfils the NIF principles to all parents at every stage of the application, allocation and admissions process for ELC and schools, EMA, school transport and Home Education</li> <li>• Refreshing East Renfrewshire's 'Reporting to Parents Guidance' to reflect the work of the Curriculum, Learning and Teaching groups and follow the NIF principles.</li> <li>• Rigorously monitoring the questionnaire and performance data to inform of school trends and issues</li> <li>• Sharing good practice in using technologies as identified through school's responses to the challenges of Covid-19</li> <li>• Signposting services that offer a range of supports for parents such as Adult Learning, Family First, Healthier Minds</li> </ul>
	<p><b>Critical Indicators</b></p> <p>% of parents responding positively to parental questionnaires:</p> <ul style="list-style-type: none"> <li>• I would recommend the school to other parents</li> <li>• I am satisfied with the school</li> <li>• The school staff are approachable.</li> <li>• My child's school helps me understand my child's rights.</li> <li>• The school keeps me well informed about my child's progress in a way I can understand.</li> <li>• The information I receive from the Parent Council is useful.</li> <li>• How satisfied are you with the communication you get from the school to provide:             <ul style="list-style-type: none"> <li>- information on what your child is currently learning about</li> <li>- information on how your child is progressing with their learning</li> <li>- information on ways to help your child continue learning at home</li> <li>- general information about the school</li> </ul> </li> </ul>		

AIM	Outcome <i>We will know we are making good steps along the way WHEN....</i>	Our contribution <i>So we need to ...</i>	Critical Activities <i>By.....</i>
<p><b>SOA 1: All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed.</b></p>	<p>Parents provide a safe, healthy and nurturing environment for their families.</p>	<p><b>Collaborate</b> – we will expand opportunities for ALL parents to collaborate at all levels within our education system</p>	<ul style="list-style-type: none"> <li>• Promoting and supporting greater diversity in Parent Councils</li> <li>• Supporting establishments to ensure that all parents can have their views represented through their diversity champions and by developing approaches which focus on 'What matters to you?', not 'What's important to us.'</li> <li>• Supporting and challenging establishments to develop their approaches to Family Learning, Parental Engagement and Involvement and volunteering in response to the latest public health guidance</li> <li>• Continuing to provide key CLPL for practitioners, including NQTs, which support relationship based approaches with parents:               <ul style="list-style-type: none"> <li>• Connecting with Parents</li> <li>• Common Core of Skills, Knowledge &amp; Understanding and Values for the "Children's Workforce" in Scotland</li> <li>• Self-evaluation using Education Scotland's Engaging Parents and Families Toolkit.</li> <li>• Solihull Approach Foundation training</li> <li>• Family Centred Approaches – Going for Gold</li> </ul> </li> <li>• Supporting schools and Parent Councils to develop approaches to effective collaboration with parents in planning and decision making with a focus on school improvement planning and PEF funding</li> <li>• Engaging with the National Parent Forum</li> <li>• Providing Recruitment and Selection Training for Parent Councils.</li> <li>• Supporting partnership with Connect by providing group membership &amp; free training opportunities.</li> <li>• Increasing targeted opportunities for Family learning through e.g. Peep programme led by the Excellence and Equity Lead and Family link Officer and ESOL group with adult learning.</li> </ul>
	<p><b>Critical Indicators</b></p>		
	<p>% of parents responding positively to parental questionnaires:</p> <ul style="list-style-type: none"> <li>• The school provides me with useful information about how I can help my child learn at home.</li> <li>• My child's school offers a selection of Family Learning activities such as events and workshops.</li> <li>• The cost of participating in school activities and events is affordable.</li> <li>• % of ELC settings and primary schools achieving Family Centred Approaches Accreditation at Gold.</li> <li>• % of Secondary schools achieving Family Centred Approaches Accreditation at Bronze or above</li> </ul>	<p><b>Consult</b> - we will support consultation with parents in a variety of ways to fulfil our statutory duties and shape our services.</p>	
	<p>% of parents responding positively to parental questionnaires:</p> <ul style="list-style-type: none"> <li>• The school asks for my views about my child's learning.</li> <li>• The school takes my views about my child's learning into account.</li> <li>• The school seeks my views and opinions on school policies.</li> <li>• My views help to decide priorities in the School Improvement Plan.</li> </ul>		